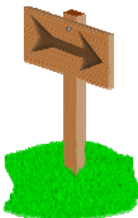






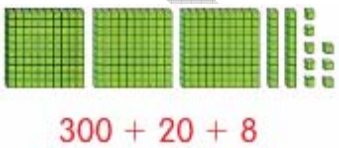
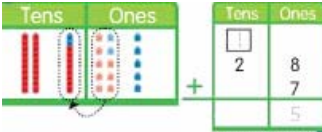
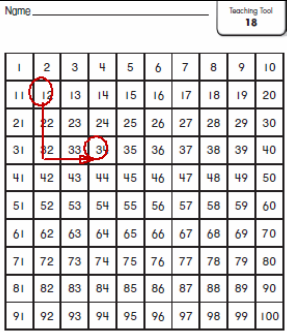




Second Grade Landmarks

| Land mark | Skill | Topic | Suggestions for Mastery | Looks like: | Sounds like: |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| 1 | <p>Students will build, draw, read, and write numbers up to 1,000</p> <p>NS1.1</p> | 4, 15 | <p>Use base ten blocks with PV mat (tool 8)</p>  <p>Center Activity 15-1</p> |  <p>300 + 20 + 8</p> | <p>“Three hundreds plus two tens plus eight ones is 328.”</p> |
| 2 | <p>Students will add & subtract 2 and 3 digit numbers with regrouping</p> <p>NS 2.1</p> | 9, 10 | <p>Use base ten blocks with PV mats A & B (tools 7, 8)</p> <p>Use 100 Board to check</p> |   | <p>“8 + 7 = 15 so I need to regroup into 1 ten & 5 ones.”</p> <p>“To add 12 plus 22, begin with 12, move down two rows and over to the right two places. The answer is 34.”</p> <p>(Or, “move down two tens and over two ones”)</p> |

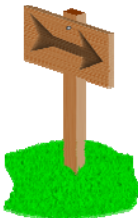





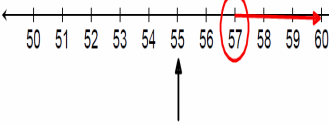


Second Grade Landmarks

| Land mark | Skill | Topic | Suggestions for Mastery | Looks like: | Sounds like: |
|-----------|---|--|---|-------------|--|
| | | | | | |
| 3 | Students will understand and <u>commit to memory</u> 2s, 5s, 10s multiplication facts NS 3.3 | 18, 19 | <i>Early in the year, relate skip counting to multiplication.</i> Build arrays to demonstrate understanding. Use Topic 18 Center Activities to frontload. | | Students create arrays with corresponding multiplication facts with factors of 2, 5, and 10. “Three times five equals fifteen” (with automaticity) |
| 4 | Use bar models for problem solving. | Introduce in Topic 1. Ongoing throughout the year. | Make connections and practice with Part-Part-Whole Mat. Post bar model on Math Wall – use for daily problem solving. | | “5 friends are eating lunch. 2 more join them. How many are eating lunch together?” “5 friends were eating lunch, and some more joined them. There were 7 altogether. How many joined them?” “Five plus two equals seven.” |



Second Grade Landmarks

| Land mark | Skill | Topic | Suggestions for Mastery | Looks like: | Sounds like: |
|---|---|---|---|---|--|
|  |  |  |  |  |  |
| 5 | <p>Know the halfway number all between multiples of ten <u>or</u> multiples of one hundred. Identify the closest set of tens or hundreds that a number will fall between.</p> <p>NS 1.3</p> | 8 | <p>Number line to mark halfway point. Keep a laminated number line handy and use a dry-erase marker.</p> <p>Put # lines in a sheet protector for students-use as whiteboard.</p> <p>Try Together game 8-2</p> |  | <p>"Fifty seven falls between 50 and 60 on the number line. It is closer to 60."</p> <p>"228 falls between 200 and 300 on the number line. It is closer to 200."</p> |



Second Grade Landmarks

| Land mark | Skill | Topic | Suggestions for Mastery | Looks like: | Sounds like: |
|-----------|---|-------|---|---|---|
| | | | | | |
| 6 | <p>Recognize that fractions represent <i>parts of a whole</i> <u>or</u> <i>parts of a set</i> and know that when all parts are included the result is equal to one whole. Know what the “whole” is- (Pie, group, bar, etc.)</p> <p>NS 4.2</p> | 12 | <p>Use vocabulary cards. Ex: Use the word in a sentence. Draw a picture of that sentence – Frayer Model for each fraction</p> <p>All topic 12 Center Activities</p> <p>0-1 number line- place fractions on the line</p> <p>Fraction Strips (Tool 34)</p> <p>Refer to Teaching Tips in Math Background on page 321F.</p> | (region means part of one whole) (set means part of a group) | <p>“Two out of six parts are shaded. Two sixths are shaded.”</p> <p>“Four fifths means four out of a group of five.”</p> <p>“Four fourths means one whole.”</p> |
| 7 | <p>Know that there are 12 inches in a foot, 60 minutes in an hour, and 52 weeks in a year.</p> <p>MG 1.3, 1.4</p> | 11,13 | <p><i>At the beginning of the year</i>, start using classroom calendar and clock for daily review. Keep rulers handy for use throughout the day.</p> | | <p>“There are 52 weeks in a year. Now we are in the ____ week.” (Repeat weekly.)</p> <p>“There are 60 minutes in an hour. We just spent ____ minutes of that hour (activity).”</p> <p>“How long is this ____? Can you use your ruler to check?”</p> |